DOCUMENT RESUME

ED 044 327 SO 000 298

TITLE	Framework for the Social Studies, Grades K-12.
INSTITUTION	Texas Education Agency, Austin.
PUB DATE	Jan 70
NOTE	33p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.35
DESCRIPTORS	Citizenship, Concept Teaching, Critical Thinking, Cross Cultural Training, Curriculum Design, Democratic Values, Elementary Grades, Human Relations Units, Inductive Methods, *Interdisciplinary Approach, International Education, Secondary Grades, *Sequential Programs, *Social Sciences, Social Studies, *State Curriculum Guides
IDENTIFIERS	*Texas

ABSTRACT

This framework is intended to provide guidelines to local schools in planning total programs, and to serve as a basis for future state adoptions of new textbook materials. The purpose of the interdisciplinary program is to provide learning experiences that will lead to the development of self and effective human relationships in a democratic society. The program is planned as a total sequence so that learning is developmental and cumulative. Elements of the program include: curriculum design, instructional resources and physical facilities, and professional growth and development cf teachers. The broad theme for the elementary grades is "Man and His Wcrld" which is designed to develop cross cultural understandings. As an integral part of the objectives, children learn and apply processes of critical analysis and concept formation, and values that lead to interpersonal skill development and effective citizenship. The secondary program summary includes brief descriptions for: 11 courses in American Studies; 6 courses in World Studies; and advanced Social Science Problems course in the techniques of investigation and inquiry; and, 5 introductory courses in: anthropolcgy, economics, philosophy, psychology, and sociology. Appendices include: State Board of Education policy, and legal provisions. (SBE)

EDO 44327

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FRAMEWORK FOR THE SOCIAL STUDIES

GRADES K-12

SP 000 298

TEXAS EDUCATION AGENCY
AUSTIN, TEXAS
JANUARY 1970

TEXAS EDUCATION AGENCY

STATE BOARD OF EDUCATION

PORTER M. BAILES, JR., M. D. Tyler
VERNON BAIRD, Fort Worth
JACK BINION, Houston
DOYLE CORLEY, New Boston
WILLIAM H. EVANS, Lubbock
PAUL G. GREENWOOD, Harlingen
E. R. GREGG, JR., Jacksonville
GEORGE C. GUTHRIE, San Antonio
PAUL R. HAAS, Corpus Christi
CHARLES D. HART, Bryan
JAMES W. HARVEY Archer City
BEN R. HOWELL, El Paso
RICHARD KIRKPATRICK, Texas City
WALTER R. KOCH, Austin
PAUL MATHEWS, Greenville
CARL E. MORGAN, Jasper
FRANK M. POOL, San Angelo
EDWIN L. RIPPY, M. D., Dallas
WINTHROP SELEY, Waco
JAMES E. WEEKS, Abilene
HERBERT O. WILLBORN, Amarillo

J. W. EDGAR
Commissioner of Education

J. WARREN HITT
Deputy Commissioner of Education

L. HARLAN FORD
Assistant Commissioner for Teacher Education and Instructional Services

DOROTHY DAVIDSON
Director, Program Development

LOIS GARVER
Program Director, Social Studies

Consultants

LOUIS GRIGAR
JACK RISHER
LEROY PSENCIK
ROBERTA RAITHEL

COMPLIANCE WITH TITLE VI CIVIL RIGHTS OF 1964

Reviews of the local educational agency pertaining to compliance with Title VI, Civil Rights Act of 1964, will be conducted periodically by staff representatives of the Texas Education Agency. These reviews will cover at least the following policies and practices:

1. Enrollment and assignment of students without discrimination on the ground of race, color, or national origin.
2. Assignment of teachers and other staff without discrimination on the ground of race, color, or national origin.
3. Non-discriminatory use of facilities.
4. Public notice given by the local educational agency to participants and other citizens of the non-discriminatory policies and practices in effect by the local agency.

In addition to conducting reviews, Texas Education Agency staff representatives will check complaints of non-compliance made by citizens and will report their findings to the United States Commissioner of Education.

FOREWORD

This new framework for the social studies is intended to provide guidelines to local schools in planning total social studies programs for grades K-12, and to serve as a basis for future State adoptions of new textbook materials. It reflects policy changes approved by the State Board of Education in July, 1969, and will, therefore, supersede the social studies section of Bulletin 617, Description of Approved Program, Grades 1-6, and of Bulletin 615, Description of Approved Courses, Grades 7-12.

As contracts for textbooks expire, calls may be made for new materials in keeping with the new framework; however, planning for implementation of the changes approved by the State Board of Education should begin as soon as possible with currently adopted and supplementary materials available to most schools.

This framework is the result of a three-year study by staff members, the curriculum committee of the Texas Council for the Social Studies, members of study groups in local schools, staff members of Education Service Centers and by many in teacher education institutions. We wish to thank all of these for their assistance, especially those who responded with detailed critiques of the proposals for this framework.

J. W. Edgar
Commissioner of Education

THE SOCIAL STUDIES PROGRAM, K-12
OVERVIEW

The social studies constitute both an area of the elementary and secondary school curriculum and a field of study concerned with Man in a variety of human relationships--past and present--in a global world setting. Its content and structure are drawn largely from the social sciences including geography, history, political science, economics, sociology, anthropology, philosophy, and psychology. Each of these disciplines is concerned with specific aspects of human relationships. The social studies, therefore, are interdisciplinary in nature.

The purpose of the social studies program is to provide learning experiences for all children and youth that will lead to development of knowledge, understandings, skills, attitudes and behaviors essential for full realization of self and for effective human relationships in a democratic society. The program for grades K-12 is planned as a total sequence so that learnings are developmental and cumulative as students advance from one level to the next.

Elements of the total program include

- curriculum design
- instructional resources and physical facilities
- professional growth and development of teachers

CURRICULUM DESIGN

The curriculum design is a basic plan for organizing learning experiences and teaching techniques. A particular design is determined by the needs of students the school is to serve. The first consideration, therefore, is to analyze systematically the student population to identify needs and establish priorities. This task, in turn, provides the basis for

- formulating aims and objectives
- selecting and organizing content
- planning for teaching techniques and for the learning processes
- determining evaluative procedures and techniques for measuring outcomes

All of the above elements of the curriculum design are closely interrelated and are planned so that one is consistent with the other. This will enable the teacher to choose from a variety of instructional alternatives and

still follow a unified plan of action.

Basic essentials to consider in planning aims and objectives, content, teaching techniques, learning processes, and evaluation are described in the paragraphs which follow.

Aims and Objectives

Aims generally describe expected outcomes and major emphases of the total social studies curriculum.

Objectives describe expected outcomes of a grade-level subject, a course, or unit of study. At the same time, they guide in the selection of content and learning experiences and in the evaluation of teaching and learning.

Aims and objectives are

- clearly and concisely stated
- realistic in terms of possibilities for accomplishment within existing limitations of the school
- measurable by generally accepted evaluative techniques

Content

Content for a particular elementary subject, a unit of study, or a course is selected to serve particular purposes in achieving teaching and learning objectives. Major functions of factual information or content are to explain, to illustrate main ideas, and to develop basic concepts. Content selected for teaching and learning therefore is

- significant and transferable in that it may be used in a variety of different relationships to interpret meanings and analyze ideas as the learner advances from one level to the next
- planned in a developmental sequence within a conceptual framework to ensure transferability of cumulated knowledge and ideas from one context or experience to another.

Learning Processes

Students learn and use a variety of processes in developing

- competence in critical thinking and concept formation
- attitudes, values and those personal qualities that lead to self-realization and effective human relationships

The processes of critical thinking and concept formation are generally referred to as cognitive processes; those concerned with valuing and values are called affective processes.

Learning processes include

- observing, listening, reading, writing and discussing
- contrasting and comparing for the purpose of noting similarities and differences
- locating, gathering, organizing and classifying information relative to a particular study in progress
- interpreting globes, maps and various types of map projections
- interpreting and developing materials in graphic form
- recalling and using previously acquired knowledge and experiences to explain new ideas and to make predictions
- drawing inferences and tentative conclusions
- stating and testing hypotheses
- formulating and applying generalizations
- interpreting and synthesizing information from a variety of sources and experiences
- valuing, including making value judgments and analyzing objectively one's own values and those of others

These processes are interrelated and are taught

- at all levels with varying degrees of complexity in keeping with the maturity of the learners
- within the context of meaningful subject-matter content and learning experiences rather than as isolated exercises

Teaching Techniques

A variety of teaching techniques or methods are employed which take into account characteristics of the learners and all aspects of the educational process including aims, objectives, subject-matter content, learning processes, materials and evaluation.

Teaching techniques and procedures provide for

- adapting instruction to various levels of ability

- changing pace for differing rates of progress and learning
- encouraging individual and group self-direction and initiative
- enriching learning so that it is interesting, significant and useful

Teaching techniques are flexible, continuously evaluated and modified to meet the changing needs of learners.

Evaluation of Teaching and Learning

Evaluation is a continuous process of diagnosing, appraising and measuring the effectiveness of teaching and learning in terms of the aims of the curriculum and the specific objectives for a grade-level study, a course or a unit. Evaluation involves use of a variety of techniques including self-evaluation by students and teachers.

In addition to identifying degrees of successes in teaching and learning, the evaluative processes indicate when:

- teaching techniques and curriculum policies need to be changed
- basic learnings students may have missed need to be retaught and reinforced
- students need special help in advancing to higher levels of learning

Progress in achieving aims and objectives depends largely on the extent to which teachers and curriculum planners are guided by the results of evaluation.

INSTRUCTIONAL RESOURCES

A social studies program that is flexible, student centered and process oriented requires an abundance of well-organized, carefully-selected resources to which teachers and students have easy access throughout the school day.

The program provides a wide variety of printed materials including

- supplementary materials to support each grade-level subject, course or unit of study
- standard reference books, both general and those designed for specific social studies subjects
- reference tools such as indexes to periodicals, statistical manuals, bibliographies and aids for the selection of printed materials

- current magazines and files of back issues which focus on social studies topics

The program also provides a variety of audio-visual materials and equipment including

- films, filmstrips, slides, flat pictures, transparencies, charts, disc and tape recordings related to subject matter taught

- audio-visual equipment such as film and filmstrip projectors, tape recorders, phonographs, overhead projectors, copying machines and facilities for making transparencies

Also provided are professional aids for the selection of audio-visual materials.

It is desirable that each classroom used for social studies instruction have

- movable furniture to allow flexibility in class arrangements

- at least one bulletin board and one chalk board

- storage space for books and other materials in current use

- a filing cabinet for resource units, clippings, charts, plans and duplicated materials

- at least one globe and one atlas appropriate for the maturity of students

- wall maps and/or map transparencies appropriate for the subjects studied and the maturity level of the students

It is also highly desirable to have available some areas designed for large group instruction and some for small groups.

The following are considered in the process of acquiring instructional materials:

- There is an ongoing plan for selection and evaluation of materials to be acquired, in which all social studies teachers participate. Teachers are guided by professional selection aids developed by professional groups and organizations.

- Instructional materials are appropriate to the achievement and maturity levels of the learners.

- Materials selected for purchase take into account the interests and the wide range of individual and cultural differences in pupils.

In addition to printed and audio-visual materials, the community itself provides rich resources for teaching and learning including

- landscapes, land use and distribution patterns
- things and places of interest which can be visited
- social institutions such as churches, clubs, schools, families
- business enterprises and trade activities
- community history
- people who have varied interests, talents and experiences to share

The program provides and maintains a current community resource file to facilitate use of the community as a resource of instruction.

PROFESSIONAL GROWTH AND DEVELOPMENT

The social studies, both as a field of study and as an area of the curriculum, is undergoing continuous appraisal and modification. If new approaches to instruction are to have an impact on classroom teachers, they will need to participate in a variety of significant activities for professional growth and development. These include graduate study, visiting and observing special programs in other school systems, and such experiences as participating in

- workshops and institutes
- local or regional in-service education programs geared to implementing needed change and improvement in instruction
- professional organizations
- foreign study seminars
- community affairs
- experimental research and pilot testing of new materials

In addition to the above activities, there is much in the way of self-development that teachers can do on their own to advance teaching competence and professional growth including

- personal reading to broaden knowledge and understanding of society--past and present

- study of the latest findings of research related to the social studies
- writing for professional journals
- planned travel

CONTENT FOR THE SOCIAL STUDIES
GRADES K-12

Elementary Program, K-6

Man and His World

The broad theme for social studies in the elementary grades is "Man and His World," which includes a developmental, sequential program of world studies designed to help children understand present and past way of life--their own as well as that of other peoples.

As an integral part of the knowledge or content objectives of the program, children learn and apply

- processes of critical analysis and concept formation
- values that lead to skill in human relationships and effective citizenship

These learnings are achieved through a wide variety of meaningful activities and experiences for pupils and through use of effective teaching techniques.

Content or knowledge objectives provide for exploring values and the processes of decision making to the end that children acquire those attitudes and behaviors essential for effective citizenship in a continually changing democratic society. These accrue through activities and experiences planned for each grade level.

Content includes a program for citizenship education planned as a total sequence of activities and study, designed to provide understanding and application of such fundamental principles of democracy as

- rights, liberties and obligations of citizens
- government of laws

The values implicit in appreciation for the American heritage are planned sequentially, beginning in the primary grades, K-3, with such activities as observance of patriotic holidays and anniversaries. These values are advanced in later grades through reading and viewing materials related to the American heritage in the study of the United States and its history. This historical content, which includes narrative accounts of people, events, and places, reflects the concept of confluence of cultures, that people of varied traditions, speaking many different languages, came together in a new country and built a strong nation.

Content selected for study is cumulative rather than repetitive. The information sought is significant enough to be useful in a variety of new situations and relationships which the pupil will most likely encounter in later grades. As he advances from one level to the next, facts added to related facts, whether they come from study or experience, finally accumulate and lead pupils to put the results into the form of generalizations. The ability to generalize from facts is a major objective of the social studies.

To ensure that information to be studied is significant and transferable, content is organized within the framework of the basic concepts or ideas drawn from the social science disciplines including economics, anthropology, sociology, political science, history, geography, philosophy and psychology.

Factual information organized within a conceptual framework is more likely to be significant and transferable and thus easier to retrieve from the memory when needed.

Some examples of basic ideas or concepts from social science disciplines around which knowledge or information may be organized are as follows:

From <u>geography</u> children learn that

- spatial relationships exist between any single place on earth and other places; a relationship between two or more places involves such things as people and ideas, distance, time, services, movement of goods, and the dynamic processes of the physical world

- resources and resource use and abuse are related to a country's culture and technological developments

- changes and changing landscapes are caused by natural forces and by people; landscapes reflect what people and nature are doing

- environmental perceptions, whether accurate or false, influence group decision toward other groups or areas of the world

From <u>economics</u>, children gain understanding of such basic principles as

- the conflict between scarcity of goods and man's unlimited wants

- the relationship of specialization in producing goods to the increasing interdependence of individuals, cities, states and nations

- the use of money to facilitate the operation of an exchange economy

From anthropology and sociology, children learn that

- while each individual is unique in some ways, similarities among men are greater than dissimilarities
- individuals learn accepted ways of believing, thinking and behaving from their cultures
- cultural change is a continuous process effected through invention and borrowing

From political science, children learn that

- all societies have some kind of authority structure called government which has coercive power
- each society has empowered a body (a city council, state legislature, parliament or congress) to make decisions and establish regulations for the group
- a stable government facilitates the social and economic development of a nation

From history, children learn that

- change is inevitable but change and progress are not necessarily synonymous
- human experience is both continuous and interrelated
- acts and events have both causes and consequences which are seldom simple, and often complex
- people tend to judge or interpret facts of the past in light of their own times and experiences

The total elementary program described above recognizes that

- all of the social sciences are interrelated
- basic ideas or concepts from these disciplines can be translated into topics for study that are close to the realities which children live
- mastery of learning skills and the processes of thinking are as important as content learned

Implicit in the above description is the fact that local schools, in planning a total program, decide the grade placement or sequence for specific content elements within the study of Man and his world, past and present.

Secondary Program, 7-12

AMERICAN STUDIES

Texas History and Geography

Grade placement: 7
Required

Time: At least 130 clock hours* (72 in Texas history)

This course is designed to provide opportunity for students to study many facets of their Texas heritage with emphasis on history and geography.

Historical content includes accounts of significant events, peoples, issues and conflicts from earliest beginnings to the present with major emphasis on the periods prior to 1900.

These accounts reflect the concept of confluence of cultures in which peoples of various backgrounds and traditions, speaking different languages, came together in a new country and built a republic and later a state.

Students are encouraged to investigate the history of their community or area of the State, using such primary sources as newspaper files, old diaries, letters, census reports, newspaper accounts, and interviews with citizens who have firsthand knowledge of earlier days.

Geographical content includes

- the landscape and the inhabitants in the various regions encountered first by the explorers and later by the settlers
- land use, rural and urban, in the regions with emphasis on causes and processes of change
- the interrelationship of peoples, their environment and their use and abuse of resources within the framework of history

American History and Citizenship

Grade placement: 8
Required

Time: At least 130 clock hours

This course is designed as the first of a two-year required study of American history, the second year to be taught in any grade, 9-12.

*See Article 290, Penal Code Provisions, APPENDIX II

Content for the eighth-grade course may include early beginnings, but major focus is on significant issues, problems and events related to the establishment of the Republic through the period of the Civil War and Reconstruction. As a part of this content students also study such basic elements of *American Citizenship as (1) the history and origin of the United States Constitution, (2) the structure and functions of United States government, (3) the implications of the Bill of Rights for citizenship in a democracy.

Content for this study emphasizes, wherever relevant, the multi-cultural nature of the peoples who contributed to discovery and exploration, to early settlement and to the building of the Nation.

Wherever appropriate, expository accounts, interpretations of events, problems, and issues are supported by documentary and primary sources, or excerpts from such sources as diaries, letters, newspaper accounts, public laws and decrees.

Elements of geography which are essential for full understanding of events, problems, and issues to be studied are included as a part of the historical content.

American History

Grade placement: 9-12 (preferably before World History Studies)
Required

Credit: 1 unit

Content for the second-year study of American history includes significant events, issues and problems after the period of Reconstruction, emphasizing present-day issues that have their roots in the past.

This second year of American history completes the study begun in Grade 8. It builds upon and uses in a variety of different relationships knowledge and concepts acquired in the first year. The same information or content normally included in Grade 8 is not planned for restudy or repetition within the same context in the second-year course.

Whenever appropriate, expository accounts, interpretations of events, problems, and issues are supported by documentary and primary sources, or excerpts from such sources as diaries, letters, newspaper accounts, public laws, and decrees.

Interpretations of problems, issues, and events, wherever relevant, emphasize diversity and cultural pluralism as characteristics of American society, past and present.

*See HCR46 in APPENDIX II

American Government

Grade placement: 10-12
Required

Credit: 1/2-1 unit;
1/2 unit required

The course provides an opportunity to explore the political and governing processes, to study in depth the elements of political theory and government structures incorporated in the social studies at earlier levels. However, the course is so designed that it does not repeat within the same context the same information about the structure and functions of government studied in the eighth grade.

Content includes such topics as comparative government, international relations, and the political processes within the national, state, and local governments. Emphasis is placed on such political ideas as culture, socialization, behavior, leadership, decision-making, nature of laws, institutions, and the rights and responsibilities of citizens.

The course includes a study of the Texas and Federal Constitutions required by statutory law.*

Advanced Texas Studies

Grade placement: 10-12
Elective

Credit: 1/2 unit

This course is designed to give students an opportunity to study in depth the significance of social, economic and political developments, and the dramatic changes in way of life in Texas in the Twentieth Century. An analysis of these developments and changes should emphasize that Texas is a microcosm of the greater American scene in the Twentieth Century.

Content selected for study builds upon but does not repeat within the same context information studied in depth in the Texas History course for Grade 7.

American Culture Studies

Grade placement: 10-12
Elective

Credit: 1/2 unit

This course provides opportunity for students to study several American groups which have maintained cultural identity. The purpose of the study is to highlight the historical backgrounds, traditions, and contributions of specific groups to the American way of life and at the same time helps students to:

*See Article 2663BI, APPENDIX II

- develop skill in detecting stereotypes, over-simplification, superficial generalizations and misconceptions

- understand and appreciate cultural pluralism and diversity as significant elements of the American heritage

American Indian Studies

Grade placement: 10-12
Elective

Credit: 1/2 unit

This course is designed to provide students an opportunity to study the American Indian. Suggested content may include

- the pre-Columbian period concerning origins of American Indians in the United States and the development of their civilizations in various regions

- the early relationships with the European explorers and colonists and the subsequent efforts to maintain cultural identities in relation to westward expansion

- diverse life styles of modern American Indians

- specific Indian groups for depth study with emphasis on historical backgrounds

- government policy toward Indians, past and present

Mexican American Studies

Grade placement: 10-12
Elective

Credit: 1/2 unit

The purpose of this course is to provide opportunity to study in depth one of the largest culture groups in American society.

Suggested content for the study includes

- Spanish and Mexican historical backgrounds

- patterns of Spanish-Mexican settlements in the Southwest from the Spanish Colonial period through the war with Mexico, 1848

- roles of Mexican Texans in the revolution against Mexico, 1835-36, and in the establishment of the Republic and State

- Spanish-Mexican influences in American culture, particularly the Southwest

- diverse life styles of present day Mexican Americans

Negro American Studies

Grade placement: 10-12
Elective

Credit: 1/2 unit

This course is designed to provide opportunity for students to study in depth one of the largest culture groups in American society.

The basis for this study is a survey of the role of the Negro American from his early origins in Africa to his present day position in America; how many were moved by the slave trade from established social organizations and cultures to becoming involved in early American history.

Content also includes

- the Negro's contributions to the struggle for freedom and the building of America

- the diverse life styles of Negro Americans

WORLD STUDIES

This group of World Studies includes two full year courses, one of which is required* and a series of half year elective courses. These courses offer the student a number of different approaches to developing world perspectives.

World History Studies

Grade placement: 9-12 (preferably after American History)
Required or Elective

Credit: 1 unit

This course includes a study of some of the significant Western and non-Western world cultures, past and present. Content selected should be in sufficient depth to provide a basis for students to compare and analyze ways of life and patterns of culture, emphasizing both the diversity and commonality of Mankind's behavior.

Area studies provide one approach to this course. Another is based on consideration of global movements or broad themes, such as the rise of nationalism, world religions, and the search for freedom and security.

*Local schools must require one unit in either World History Studies or World Geography Studies for high school graduation.

Still another approach may examine and analyze some basic generalizations relating to such concepts as interdependence or conflict.

Consideration of contemporary world affairs is an essential part of World History Studies.

A general survey of the history of Mankind is not a major objective of this course.

World Geography Studies

Grade placement: 9-12
Required or Elective

Credit: 1 unit if required; 1/2-1 unit if elective

This course is designed to provide opportunity for students to study the interaction of man and his environment in space and time. The study includes current developments around the world which affect physical and cultural settings. Cultural settings include people, their political structure, way of life, customs, mores, and past events that affect the environment.

Emphasis is also on the geographical processes which affect decisions made concerning interrelationships among nations, production and distribution of goods, uses and abuses of resources, and political and economic conditions. Urban analyses and population problems are important aspects of the course.

Latin American Studies

Grade placement: 10-12
Elective

Credit: 1/2 unit

This study is designed to give students understanding of and appreciation for the Latin American peoples, their cultures, and achievements. Content, which emphasizes Twentieth Century developments, includes

- environmental and cultural factors that have influenced way of life
- social, political, and economic developments and institutions since 1900
- contemporary inter-American relations

Background for the study includes

- a brief survey of the major Indian civilizations of Mexico, Central and South America before the arrival of Europeans

- the Spanish colonial systems and institutions developed in the Americas

- the struggle to establish independent governments and resulting problems

European Studies

Grade placement: 10-12 Credit: 1/2 unit
Elective

This course is designed to provide opportunity for students to study the history and development of European cultures and ideas.

These studies may include one or a combination of approaches such as:

- European history from early beginnings to the present with emphasis on the Twentieth Century

- problems and developments since World War II emphasizing movements toward economic, political, military and cultural cooperation by countries of Western Europe

- depth study of any one European country such as England or France

Asian Studies

Grade placement: 10-12 Credit: 1/2 unit
Elective

The course in Asian Studies is designed to give students some insight into the rich and diverse cultures of Asia. It offers students an opportunity to study in depth aspects of culture in one or more of the dominant countries such as China, India, Japan, emphasizing the role of religions and traditions in shaping peoples' actions, attitudes and response to change. Other aspects of their cultures are explored, such as art, literature, and the development of social, economic, and political institutions.

This study should also emphasize the importance of understanding the modernization problems of traditional Asian societies as the student views values and cultures which were not born in the Western world.

African Studies

Grade placement: 10-12 Credit: 1/2 unit
Elective

This course provides opportunity for students to study in depth selected

regions of Africa including several of the present-day key countries, their early empires, the legacy of colonialism and some of the Western myths about them which modern scholarship has dispelled.

Emphasis is on

- the changes in ways of living and thinking since World War II influenced by the forces of nationalism and independence
- the struggle to replace old institutions with new ones and to participate in the modern world of scientific advances

ADVANCED SOCIAL SCIENCE PROBLEMS

Advanced Social Science Problems

Grade placement: 11-12 Credit: 1/2 unit
Elective

The problems course is designed by the local school to give students an opportunity to apply techniques of investigation and inquiry to the study of significant problems or issues.

Students who take this course should be proficient in locating and organizing data independently, in techniques of interviewing people to obtain first-hand information, and in participating in group discussions.

Students may be expected to develop competence in

- recognizing cause and effect relationships
- recognizing fallacies in reasoning and in propaganda devices
- synthesizing knowledge acquired into a useful pattern
- generalizing for factual evidence
- stating and testing hypotheses

Problems or issues selected for study

- should have both contemporary significance and historical perspective
- may be studied from the viewpoint or within the framework of any one or more of the social science disciplines

INTRODUCTION TO SELECTED SOCIAL SCIENCE DISCIPLINES

Anthropology

Grade placement: 10-12 Credit: 1/2 unit
Elective

This course provides opportunity for students to broaden their perspectives concerning life styles or patterns of culture among peoples. The study also introduces students to the anthropologists' processes of observation and analysis of human behavior.

The study also includes theories and principles of culture formation, growth, functioning and change, the relationship of culture to environment and the relationship between cultural background and personality.

Economics

Grade placement: 10-12 Credit: 1/2 unit
Elective

This course is designed to provide opportunity for students to study basic principles concerning production, distribution, and consumption of wealth and income. The study is also concerned with such problems as the conflict between Man's unlimited wants and limited resources that results in scarcity.

Other areas of consideration are problems and public policy connected with the production, distribution, and consumption of wealth and income and with such concepts as interdependence, exchange, markets, price, costs, and economic stability and growth.

A major objective of the study is to give students insight into the techniques employed by the economists in analyzing economic data.

Philosophy

Grade placement: 10-12 Credit: 1/2 unit
Elective

Philosophy at the secondary level is designed to introduce students to some of the concepts, questions, and values related to the study of Man and to the appraisal of his conduct.

Opportunity is also provided for students to examine the tools of logic, ethics, ethical analysis, and the scientific method. These tools should help students to cope critically with questions, problems, concepts,

theories, and value judgments which arise in discussion of such topics as race, religion, morality, human nature, civic responsibility, civil disobedience, social classes, and class conflict.

Major outcomes of the course are that students

- develop an awareness that there are diverse philosophical points of view concerning all vital issues
- learn to discuss controversial issues responsibly without resorting to dogmatic authoritarianism

Psychology

Grade placement: 10-12
Elective

Credit: 1/2 unit

This course provides opportunity for students to study some elements of individual and social psychology and how the knowledge and methods of psychologists are applied to the solution of human problems. Content for the course is designed to give students some insights into human behavior, including

- factors involved in learning
- analysis of some behavior patterns which influence or produce in individuals such responses as aggression, creativity, and withdrawal
- adjustment to the social environment and processes through which the behavior of individuals is influenced by patterns of behavior in culture groups to which they belong

The course should encourage students to develop

- critical attitudes toward superficial generalizations about human behavior and to recognize the difficulty of establishing the truth of a proposition
- heightened sensitivity to the feelings of others and to an understanding of their needs

Sociology

Grade placement: 10-12
Elective

Credit: 1/2 unit

Sociology at the secondary level provides opportunity for students to study

Man and his basic institutions. Broad areas of content include study of

- institutions found in all societies, such as the family, religion, community organization, political and social activities, and use of leisure time

- the roles of moral values, traditions, folkways, attitudes, and the customary ways in which people associate with one another and seek common goals

- mobility of people and the impact of science and technology upon communities and persons

- formation of public opinion as a basic process in relationship among people

- factors in society which influence human personality

A major objective of the course is to give students some insights into the way sociologists work and how their knowledge and methods are applied to problems of human welfare.

APPENDIX I: Policy Changes Approved by the State Board of Education, July 7, 1969

Elementary Program, Grades K-6

Local schools will determine placement of specific elements of content for each level or grade K-6, based on State guidelines which describe in broad terms the characteristics of the total program. In addition to providing more flexibility to accommodate differing viewpoints concerning grade placement of content, this procedure will accomplish several objectives:

(a) Publishers can bid and the State can adopt total textbook programs for grades 1-6 in which content, skills and the inquiry processes are planned in a developmental sequence from one grade or level to the next.

(b) Local schools will be in a position to select from a variety of choices the textbook program which most nearly meets their needs.

Secondary Program, Grades 7-12

1. Texas History and Geography, Grade 7
   Content for the study of Texas geography will be planned within the framework of Texas history. In future adoptions, the call will be for single textbooks which include elements of geography essential to the study of Texas history.

2. Two-Year Study of American History
   American history in Grade 8 and in high school, any grade 9-12, will continue as required studies. It is essential, therefore, that this two year study be planned as a total American history program in which different content elements are planned for each course. The same information or content normally included in Grade 8 should not be planned for restudy or repetition within the same context in the high school course in American history.

   The plan is to adopt by 1973 only those textbooks which reflect the above characteristics. This will give local schools sufficient time to plan for a two-year American history program in keeping with the above description.

3. American History and Citizenship, Grade 8
   The title of the present eighth grade course called United States History and Geography has been changed to American History and Citizenship, recognizing that specific elements of content for citizenship education are a part of the required study of American history.

4. Textbooks for United States Geography, Grade 8
The State will no longer adopt separate textbooks in United States geography for Grade 8. This decision was made by the State Board of Education in March, 1969.

5. Changes in Course Titles, Grades 9-12
The courses entitled World History, World Geography, and Advanced Texas History have been changed to World History Studies, World Geography Studies, and Advanced Texas Studies. These changes in titles will indicate more accurately the content for these courses as described in the new curriculum framework.

6. Changes in the High School Government Courses
The title of the present required half-unit course, Government, has been changed to American Government. Schools may teach this course as a one-semester or one-year study, but one-half unit is required for high school graduation.

Content for the former elective course, Advanced Government, may be incorporated into the second semester of the course, American Government, for schools wishing to teach government for two semesters.

7. Change in Graduation Requirements
Local schools now have the option of requiring one credit in either World History Studies or World Geography Studies to fulfill the requirement for high school graduation. If a local school chooses not to exercise this option and continues to require one unit in World History Studies, World Geography Studies may be offered as a one-unit or half-unit elective.

8. Approval of New Elective Courses
New elective courses are as follows:

(a) World Studies, which in addition to World History Studies and World Geography Studies, includes these half-unit elective courses: Latin American Studies, European Studies, Asian Studies, and African Studies.

(b) American Culture Studies, a half-unit course which is a study of several culture groups, and three half-unit courses, each concentrating on a specific culture, including: American Indian Studies, Mexican American Studies, and Negro American Studies.

(c) Anthropology, Philosophy, and Psychology

APPENDIX II: Legal Provisions

HCR53 (American Citizenship)

Whereas, the Legislature finds that public schools are doing commendable work with the youth of this state in stressing good citizenship and the responsibilities of citizenship in a free society, and

Whereas, the Legislature finds that even greater emphasis upon the fundamental principles upon which the American way of life is founded is necessary in order to achieve stronger state and national unity to meet the tests that lie ahead; now, therefore, be it

Resolved by the House of Representatives, the State of Texas, concurring, that the Central Education Agency, with the objective of further encouraging and promoting state and national unity through a more adequate knowledge and appreciation of the fundamental principles and ideals of the Constitution of the United States and of the State of Texas, advise and counsel with the public free school system of this state to the end that in the education and teaching of the youth of this state the Constitutions and the Bills of Rights therein contained as the source of all liberties, citizen responsibilities, freedoms and rights enjoyed in the United States of America and in the State of Texas be more strongly emphasized, and be it further

Resolved, that a one-year course in American Citizenship be offered in the high schools of this state, which course shall include a study of government, civics, the Constitutions and other historic documents, and that a one-half semester in the study of Texas history be given during the course of High-school study. (Acts 1951, 52nd Legislature.)

HCR46 (16 Lessons in Citizenship)

WHEREAS, Rapid change, growing complexity, and dissolution of the family unit are generally accepted characteristics of contemporary American life; and

WHEREAS, This has resulted in widespread ignorance, especially among juveniles, of the laws, a person's rights and responsibilities under them, and the possible consequences of violating them; and

WHEREAS, This is one of the major factors contributing to the rise in juvenile crime; now, therefore, be it

RESOLVED by the House of Representatives of the State of Texas, the Senate concurring, That the Texas Education Agency, in cooperation with the Texas Youth Council, the Department of Public Welfare, the Department of Public Safety, and the Texas Department of Corrections, be, and

is hereby, directed to develop a course of instruction, of at least 16 classroom hours in length to be taught in the *sixth or seventh grades, to teach the basic elements of good citizenship, stressing the importance of the law, the rights and responsibilities of citizens under it, and the possible long and short term consequences of violating it; and, be it further

RESOLVED, That the Texas Education Agency prepare and develop all such texts, course outlines, visual teaching aids, and other materials as are necessary to teaching this course of instruction; and, be it further

RESOLVED, That the Texas Education Agency, in developing this unit, consider the value of including programs such as "Operation Teen-ager," put on by inmates in the Texas prison system, as part of this course of instruction; and, be it further

RESOLVED, That the Texas Education Agency, is encouraged to solicit the services of the State Bar Association, the Texas Congress of Parents and Teachers, the Hogg Foundation for Mental Health, and other public service organizations in developing this course of instruction; and, be it further

RESOLVED, That the Texas Education Agency develop this course of instruction, along with the necessary texts, course outlines, and teaching materials, and make them available to all school districts teaching a sixth or seventh grade no later than September 1, 1968; and, be it further

RESOLVED, That the Texas Education Agency report to the 61st Legislature its recommendations as to the legislation needed to require all school districts in Texas teaching a sixth or seventh grade to offer this course of instruction; and, be it further

RESOLVED, That, for the purposes of this Resolution, the Texas Education Agency is hereby authorized to expend money from its general operating fund. (Acts 1967, 60th Legislature)

Article 2663B-I (Teaching Constitutions)

Sec. I. In all high schools within the State supported by public funds there shall be given a course of instruction in the Constitutions of the United States and of Texas, which shall be a combined course in both Constitutions and which shall be given for at least one-half hour each week of the school year, or at least one hour each week for one-half of the school year, or the equivalent thereof. No student shall be graduated from any high

*It has been assured that the intent of this Resolution was to apply to the junior high school level. The Agency, therefore, has been given permission to develop materials for this unit for the eighth grade at which level the State adopts textbooks in civics with focus on citizenship.

school mentioned herein who has not passed a satisfactory examination in such high school course of instruction. (Acts 1929, 41st Legislature)

Sec. 3. The State Superintendent of Public Instruction shall prescribe the standard of the course to be taught in high schools, and if the Superintendent of Public Instruction shall have prescribed a standard of instruction that requires a textbook, then the Board or body that selects textbooks for high schools shall select and prescribe the proper textbooks for the course of instruction.

Article 290, Penal Code Provisions (Teaching Texas History)

The history of Texas shall be taught in all public schools in and only in the history course of all such schools. The said course shall not be less than two (2) hours in any one week. The State Superintendent of Public Instruction shall notify the different county and city superintendents as to how said course shall be divided, and any city or county superintendent who fails or refuses to follow out the provisions of this Article shall be fined not less than twenty-five nor more than two hundred dollars. (Acts 1917)

SUBJECT CONTENT AND SEQUENCE FOR THE SOCIAL STUDIES PROGRAM GRADES K–12

Subject Content	Grade Placement	Time or Credit	Other Information
MAN AND HIS WORLD An interdisciplinary, sequential program emphasizing at each grade: • way of life – past and present – in regions of the world, including the United States. • the American heritage • values essential for effective citizenship	K – 6 Local school decides grade placement of specific elements of content within the total program sequence.	Local school decides daily or weekly time schedule.	Local school plans total K or 1-6 program based on *Framework for the Social Studies, Grades K – 12.*
AMERICAN STUDIES			
Texas History and Geography	7	130 clock hours required minimum	Of this total 72 clock hours must be in Texas History (statutory requirement)
American History and Citizenship	8	130 clock hours required minimum	Content includes the first part of a two-year program in American History, the second year to be continued in any grade 9-12.
American History	9–12	1 unit required	Content includes the second part of the two-year program in American History begun in Grade 8.

American Government	10–12	½-1 unit (½ unit required)
Advanced Texas Studies	10–12	½ unit elective
American Culture Studies	10–12	½ unit elective
American Indian Studies	10–12	½ unit elective
Mexican American Studies	10–12	½ unit elective
Negro American Studies	10–12	½ unit elective
WORLD STUDIES		
World History Studies	9–12	1 unit in either World History Studies or World Geography Studies required
World Geography Studies*	9–12	
Latin American Studies	10–12	½ unit elective
European Studies	10–12	½ unit elective
Asian Studies	10–12	½ unit elective
African Studies	10–12	½ unit elective
ADVANCED SOCIAL SCIENCE PROBLEMS	10–12	½ unit elective
INTRODUCTION TO SELECTED SOCIAL SCIENCE DISCIPLINES		
Anthropology	10–12	½ unit elective
Economics	10–12	½ unit elective
Philosophy	10–12	½ unit elective
Psychology	10–12	½ unit elective
Sociology	10–12	½ unit elective

** If taught as an elective course, credit may be ½ or 1 unit.*

After the original free distribution, additional copies may be purchased for $1.00; however, with the increasing demand for educational material, the supply at times may be exhausted.

Since Texas Education Agency pubications are not copyrighted, any or all sections of this bulletin may be duplicated.

TEA-206